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ABSTRACT

A standard requirement of the accreditation process, the Self-Study Report prepared by requesting library schools, is necessary documentation for the accreditation request and possible site visit by the Committee on Accreditation of the American Library Association. This guide presents the detailed procedures for accomplishment of this study. The report on the study opens with a coversheet containing official data for the program seeking accreditation and a standard declaration, followed by a 7-part document consisting of an introductory statement and a section for each of six ALA standards. The introductory statement includes a brief historical background of the institution and its library education program together with a description of the procedures followed in organizing and conducting the self-study. Within each of the sections are two subsections, one providing descriptive and statistical data, the other incorporating the results of the self-study deliberations. (RAA)

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# SELF-STUDY: A GUIDE TO THE PROCESS AND TO THE PREPARATION OF A REPORT FOR THE COMMITTEE ON ACCREDITATION OF THE AMERICAN LIBRARY ASSOCIATION (UNDER THE STANDARDS FOR ACCREDITATION, 1972)

(Revised 1977)

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The Self-Study: A Guide to the Process was fully revised by the ALA Committee on Accreditation in the spring of 1977. Please discard all previous copies.

SELF-STUDY: A GUIDE

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# SELF-STUDY: A GUIDE TO THE PROCESS

# AND TO THE PREPARATION OF A REPORT FOR THE

# COMMITTEE ON ACCREDITATION OF THE AMERICAN LIBRARY ASSOCIATION

# (UNDER THE STANDARDS FOR ACCREDITATION, 1972)

(Revised 1977)

The Committee on Accreditation (COA) of the American Library Association (ALA) has been charged by the ALA with the responsibility for receiving and processing requests for accreditation of graduate programs of library education leading to the first professional degree, as offered by institutions of higher education within the United States and Canada. In the case of schools requesting a site visit for purposes of initial accreditation, the COA in order to assess the readiness of the school for a site visit, must be able to review basic program materials and other sources of evidence which offer reasonable assurance that the program meets or exceeds the Standards for Accreditation adopted by the ALA Council, June 27, 1972. In these cases, as well as in the case of a school requesting a site visit for reaccreditation under the 1972 Standards, this documentation must provide an adequate tool with which visiting team members can work prior to, and during, the site visit.

In preparing its documentation in anticipation of an accreditation request and possible subsequent site visit, a library school should obtain from the Accreditation Officer of the COA of the American Library Association a set of materials describing the accreditation procedures. Included in this set are the Standards for Accreditation, 1972, the Manual of Procedures for Evaluation Visits, the Self-Study: A Guide, and certain resource documents. These materials will be essential to an understanding of the accreditation process and in the preparation for a site visit. It is thus assumed that schools undertaking to follow the Self-Study: A Guide will have secured and studied carefully the other documents available from the Accreditation Officer, especially the Standards themselves and the Manual of Procedures.

## Purposes of the Self-Study

The completion of a self-study is a standard requirement in the accreditation process. Both the Council on Postsecondary Accreditation and the U. S. Commissioner of Education list this requirement in their criteria. The schools and the COA have found that the completion and use of the self-study has been particularly valuable in the application of the 1972 Standards. The COA, while limiting its attention to graduate library education programs leading to the first professional degree, has found that these programs can best be evaluated in the context of the goals and setting offered by the library schools in which the programs are based. The COA therefore expects each library school that offers a program for which accreditation or reaccreditation is desired to engage in a self-study prior to submitting its request for a site visit.

The self-study commends itself for several reasons. First, it has intrinsic value for the library school, whether or not its program is subsequently presented for accreditation, in that the study process--if carried out carefully and seriously--may become a significant force toward the improvement of both the school and its graduate program of library education. The purpose of a self-study is to encourage a candid evaluation of the goals of the school, the objectives of its graduate program, and the degree to which these goals and objectives have--or have not--been realized. The COA thus believes that the self-study will have rewards for the library school and is worth undertaking for its own sake.

Second, the self-study report will provide a document to aid the COA in assessing the readiness of a library school requesting a site visit for purposes of initial accreditation. Reflecting the spirit of the 1972 Standards, the Committee sees as imperative the solicitation of qualitative information about the school and its program so that the descriptive and statistical data may be more appropriately related to the school's goals and its program objectives. This qualitative information can most easily and reliably be obtained from the school's own self-study report prior to a site visit.

Third, the self-study prepares the way for the site visitors. The process of conscientious self-evaluation will assure that all members of the library education community (i.e., the administration, faculty, staff, students, and alumni of the school) have been made aware of the details of the program to be assessed by the site visitors and, further, that they understand what the visitors are expected to do. The self-study report will provide basic documentation about the program to be evaluated and will indicate where the members of the library education community feel the strengths and weaknesses of that program lie. The visitors' time can thus be scheduled more wisely than might otherwise be the case, focusing attention upon crucial matters rather than upon relatively less significant details.

Fourth, the self-study report constitutes an important document for the future of the library school. It may serve as a point of departure in program development and revision, as well as an aid in preparing for the periodic revisits scheduled by the COA.

## Procedures to be Followed in Conducting a Self-Study

Although it is recognized that each library school will, to some degree, need to determine its own plan for engaging in a self-study, the COA expects that the process will be designed to involve as fully as possible the executive officer, faculty, students, and staff of the library school offering the program for which accreditation or reaccreditation is being requested. In addition, administrative officials of the parent institution, alumni of the library school, and employers of these alumni should be solicited for appropriate contributions to and participation in the self-study. Some of the factual information which the COA requires a school to submit is based upon examination of confidential records. In providing this type of factual data for the COA, the group conducting the self-study is expected, among themselves, to observe the confidentiality of this information in conformity with local requirements.

The procedures involved in conducting a meaningful self-study are time consuming and complex. The process must be carefully planned well in advance of the desired site visit so that useful input may be obtained from all members of the library education community associated with the program for which accreditation or reaccreditation is sought. Although a great deal of work and negotiation is required to bring together divergent views and meld them into a unified self-study report, the COA maintains that these processes themselves are of importance to the school.

The COA recommends that the gathering of data for the self-study begin with an open meeting of the executive officer with faculty, students, and library school staff, so that the total community can be apprised of the fact that the study is being conducted and of the purposes to be served by the self-study. Through such a meeting, lines of communication may be established with those groups which should be represented in the process of locating and organizing data to be discussed and evaluated during the self-study.

The responsibility for conducting the self-study and for preparing and distributing the final report falls upon the library school as a whole, not upon administrative officials within the parent institution nor solely upon the executive officer of the school. The study should be carried out and the report prepared by a group composed of representatives of the administrative officers of the parent institution and members of the library school community. Those involved in the self-study process and the preparation of the report should be sufficiently conversant with its findings so that they would be able to discuss them authoritatively with any site visitor.

## Format of the Self-Study Report

The final document will consist of several parts. The report begins with a cover sheet containing official data about the parent institution, the library school, the program or programs for which accreditation or reaccreditation is being sought, followed by the completed declaration form included with the Guide. Following this cover sheet and the declaration is a seven-part document consisting of an introductory statement and sections dealing with each of the six Standards. The introductory statement includes a brief historical background of the institution and its library education program and a description of the procedures followed in organizing and conducting the self-study. Within each of the six sections relating to the Standards will be two subsections: one providing descriptive and statistical data and the other incorporating the results of the self-study deliberations.

To aid in the process of compiling the report, the COA has prepared the accompanying Guide. With the exception of the cover sheet, on which appropriate data may simply be listed, and the declaration form, the document should present in a concise, well-integrated fashion the information requested and the answers to the questions posed by the COA. All data relevant to a particular Standard shall be provided in the text of the report rather than relegated to supplementary pages or appendices. Statistical or numerical data, particularly if reported in a chronological sequence, should be, wherever

possible, presented in tabular or graphic format rather than in narrative form. Such tabulated or graphed information should then be placed directly into an appropriate position in the report. Supportive documents may, however, be attached to the report insofar as they provide lengthy evidence which cannot easily be transcribed into the basic report. The desired end-product is a document of integrity which can be read and understood without extensive cross-referencing to other sources. Whenever supportive material is relegated to an appendix, clear references to it should be provided in the text at appropriate points.

The questions posed under each section of the accompanying form are designed to bear upon the Standard under consideration at that point. These questions serve two purposes: as a guide in the conduct of the self-study itself and as a basis for preparing the final report of that process. The questions are phrased to stimulate thought and discussion; the report should reflect the organized results of that thought and discussion.

In the final report each question that is applicable to the particular library school program being evaluated should be stated and numbered as it is in the Guide. The COA assumes that all questions will be answered.

Although it has been strongly recommended above that attachments to the self-study report be kept to a minimum, documents of particular significance to the library school and its graduate program of library education may be included. It is expected, for example, that copies of appropriate catalogs or bulletins of the library school and its parent institution will be appended. Other attachments should be provided only when they include material not mentioned elsewhere in the report and bear directly upon the work of the library school and its graduate program. If there is doubt about the value of an attachment, it should be omitted but made available for use by the site visitors if and when it becomes appropriate.

The self-study report should stand as a composite statement about the library school, about its graduate program of library education, and about the present status and future prospects of that school and program presented in as concise and clear a manner as possible. The structure of the report will parallel that of the Standards for Accreditation, 1972, and will provide factual data together with evaluative comments about the graduate library education program as reflected against those Standards.

As noted in the Manual, the self-study report, including the declaration form and cover sheet, must be accompanied by a letter from the chief administrative officer of the institution requesting a site visit.

## THE SELF-STUDY REPORT
### Cover Sheet

**Provide a copy of this form with the necessary data supplied as requested:**

1. **Official name and mailing address of the parent institution:**

2. **Full name and title of the chief administrative officer of the parent institution:**

3. **Official name of the professional unit (school, department, division, etc.) offering the graduate program of library education for which accreditation or reaccreditation is being sought. If more than one degree program is involved, provide the official name of each sponsoring professional unit:**

4. **Mailing address(es) of the professional unit(s) offering the program(s):**

5. **Full name and title of the executive officer of the professional unit offering the graduate program for which accreditation or reaccreditation is sought. If more than one degree program is involved, provide the name and title of each executive officer:**

6. **The full and official designation of the degree(s) awarded to students who have successfully completed the graduate program(s) of library education for which accreditation or reaccreditation is being sought:**

7. **Full name(s) of the regional accrediting agencies or other official groups which have accorded recognition to the parent institution:**

8. **Date of completion of the self-study report:** _____
(month) (day) (year)

9. **Date of transmittal of the self-study report to the Committee on Accreditation:**

_____
(month) (day) (year)

## Declaration

Upon completion of the self-study report but prior to its transmittal to the Committee on Accreditation, the chief administrative officer of the parent institution and the executive officer of the library school will sign the following declaration, date it, and attach a copy of it to each copy of the self-study report.

The chief administrative officer of the institution and the executive officer of the library school declare that:

1. To the best of our knowledge, the institution and the library school offering the graduate program of library education for which accreditation or reaccreditation by the American Library Association is being sought, do not discriminate in recruitment, admissions, or financial aid "because of age, race, color, creed, religion, physical disability, or sex" (cf. Standards for Accreditation, 1972).

2. We are familiar with and hereby agree to proceed according to the procedures established by the Committee on Accreditation for the accreditation process as recorded in the Manual of Procedures for Evaluation Visits Under Standards for Accreditation, 1972, (Revised 1977).

3. To the best of our knowledge, the information contained in the accompanying self-study report is accurate and reliable with respect to the graduate program of library education for which accreditation or reaccreditation is being sought and with respect to the institution which offers that program.

Signed: _____ (name)

_____ (title
Chief Administrative Officer of the Institution)

_____ (name)

_____ (title
Executive Officer of the Library School)

Dated: _____
(month,day,year)

## TEXT OF THE SELF-STUDY REPORT

If the parent institution supports more than one graduate program of library education leading to the first professional degree (i.e., programs which lead to degrees with different nomenclature, such as the Master of Library Science or Master of Law Librarianship), it may be desirable to divide the self-study report into two or more documents, dealing separately with each program, except for material or documentation common to both. The information requested and questions posed are phrased in terms of "the program" for which accreditation or reaccreditation is being sought; thus, if data about several programs are being presented simultaneously, clear evidence to that effect must be provided to prevent confusion. Inclusion of a table of contents facilitates use of the self-study report.

### Introductory Statement

The self-study report should begin with a brief statement on the place of the library education program in its historical context. Included in this section should be the facts specifying the origin of the program and data indicating the place of that program historically in the parent institution. In addition, it would be helpful to have information about the development of other professional programs in the parent institution.

Following this should be a brief section on the procedure followed in conducting the self-study, i.e., the procedures used in organizing and conducting the self-study itself as well as the process followed in producing the final report.

## Text of the Self-Study Report

### I. PROGRAM GOALS AND OBJECTIVES

#### Section 1: Factual

a. State the goals of the library school* and the objectives of the graduate program(s) of library education for which accreditation or reaccreditation is being sought.

b. List the other programs of library education (e.g., undergraduate, post-master's, doctoral, continuing education, extension, certification) offered by the parent institution and the objectives of these programs.

#### Section 2: Self-Study Questions

a. How, when, and by whom were the present goals of the school and the current objectives of the program formulated?

b. What precisely is the constituency which the school seeks to serve through its library education program?

c. With what policy statements of professional organizations relevant to librarianship do the goals and objectives agree? With what do they disagree?

d. How are the school goals and program objectives made known to the library community and to present and prospective students?

e. What procedures have been established for review of goals and objectives, and when were they last used?

f. What changes in goals and objectives are anticipated? Why?

* "Library school" means the professional unit (school, department, division, etc.) organized and maintained by an institution of higher education for the purpose of graduate library education leading to the first professional degree. (Standards for Accreditation, 1972, p. 2)

Text of the Self-Study Report (Continued)

## II. CURRICULUM

### Section 1: Factual

a. List all of the requirements which a student must fulfill in order to receive the graduate degree in librarianship offered by the parent institution. Specify number of credits required, the names (and number designations) of required courses, major options in course selection, competencies to be demonstrated, work-experience requirements, research projects mandated, and general (as opposed to course) examinations utilized. Indicate whether any of these requirements may be met prior to enrollment and to what extent credit is allowed for course work completed as an undergraduate or on other campuses (either of the parent institution itself or of other institutions) or extension/off-campus centers.

b. Provide a list and brief description of all courses or other educational experiences offered by the library school and available to students enrolled in the graduate program whether on the main campus or in extension/off-campus programs.

c. Explain the conditions under which a student may count the same credits for two degrees, or conditions under which the required number of library science courses may be reduced?

d. Describe any interdisciplinary components of the library education program not already mentioned in the context of items a, b, and c above.

### Section 2: Self-Study Questions

a. How do the provisions of the present curriculum further the attainment of the specific objectives of the graduate program of library education for which accreditation or reaccreditation is being sought?

b. To what degree are the library school faculty (or other persons) involved in efforts to provide guidance to the students in selecting appropriate educational experiences within the framework of the present curriculum?

c. What procedures were used in formulating and approving the present curriculum?

d. What procedures were used in formulating and approving courses given in extension/off-campus programs when credit may be applied to a graduate degree?

e. What changes have been made in the curriculum during the last five years? Why were they made?

Text of the Self-Study Report (Continued)

II. CURRICULUM (Continued)

Section 2: Self-Study Questions (Continued)

f. List and briefly describe the strengths and weaknesses of the curriculum in its present form.

g. How is curriculum revision accomplished?

h. What changes in curriculum or degree requirements are anticipated during the next year?

i. What long-range curricular plans are under consideration?

j. What additions to or changes in other programs of library education are expected in the near or distant future?

k. To what extent do programs other than that for which accreditation or reaccreditation is being sought strengthen or weaken the total curriculum leading to the first professional degree?

l. How does the school assure equality of content and instruction offered off-campus or through extension programs?

Text of the Self-Study Report (Continued)

## III. FACULTY

### Section 1: Factual

a. Provide vitae in alphabetical order for all faculty members teaching during the past two years including summers, and also during the current academic year, whether full or part-time appointees, visiting or regular, tenured or not tenured. In the first section provide vitae for all full-time faculty members presently teaching; in the second section provide the vitae for all others, including those teaching extension/off-campus courses for which credit may be applied toward a graduate degree. For the purposes of this report, the executive officer of the library school is considered to be a faculty member of the school. For each faculty member, specify the following:

(1) Full name.

(2) Rank or title currently held, and date of appointment to that rank or title.

(3) Nature of appointment: full or part-time, regular or visiting, tenured or not tenured. If the appointment is "joint" or shared with another academic unit, give the name of the other unit and the number of credit hours taught in each unit during a normal school term. For other part-time appointees, specify the number of credit hours taught in the library school during a normal school term. For non-tenured appointees, specify the length of the term of appointment.

(4) Rank or title, and date of initial appointment to the school.

(5) Salary for the current academic year. State numbers of months of work for which base salary is paid, and indicate any additional remuneration expected this year from summer teaching, extension/off-campus teaching, administrative responsibility, or research activity on behalf of the library school or parent institution.

(6) Educational background. State the institutions attended (above secondary school level), degrees or certificates awarded, major field of study for each, and dates awarded. If a doctoral degree or its equivalent has been earned, state the title of the dissertation presented.

(7) Areas of special competence in library education. State the fields of specialty relevant to library service for which the faculty member is uniquely or especially well prepared.

**Text of the Self-Study Report** (Continued)

III. **FACULTY** (Continued)

**Section 1: Factual** (Continued)

(8) Work experience in libraries. State job title (supplemented with a brief description of the job responsibility if the title is not distinctive), name and location of institution or organization served, dates of inception and termination--beginning with the earliest position and working forward in time.

(9) Work experience outside of libraries. Provide the same data specified for a(8) above.

(10) List of publications. Include a full bibliographic citation to each publication deemed by the faculty member to be a significant contribution to his/her areas of expertise, limiting publications listed to contributions made within the past eight years. Do not include speeches, papers, theses, or dissertations which have not been published and distributed widely.

(11) Research activities. Describe any major research projects in which the faculty member has participated, with emphasis upon contributions made or projects completed within the past five years.

(12) Honors received subsequent to graduation from secondary school. Include here only awards and recognitions of distinction other than election or appointment to an office in a professional organization or a job promotion. Recognition based on election to membership in an honorary society should be included.

(13) Activities in professional organizations and associations. Include a list of memberships held (with date of initial membership), of committee responsibilities (especially during the last five years), and of offices held.

(14) Local institutional activities.

(15) Civic or other activities of note, not provided for in a(10)-(14) above.

**Text of the Self-Study Report** (Continued)

III. **FACULTY** (Continued)

**Section 1: Factual** (Continued)

b. Provide a profile of the regular full-time members of the faculty (excluding visiting faculty) by preparing charts in the following forms:

(1) HIGHEST DEGREES HELD AND FIELD OF STUDY

| Faculty Member | Highest Degree | Year Granted | Institution Granting Degree | Field of Study |
|---|---|---|---|---|
| | | | | |

(2) DISTRIBUTION BY AGE AND SEX

| Age | Men | Women |
|---|---|---|
| Over 70 | | |
| 60-69 | | |
| 55-59 | | |
| 50-54 | | |
| 45-49 | | |
| 40-44 | | |
| 35-39 | | |
| 30-34 | | |
| 25-29 | | |
| Under 25 | | |

Text of the Self-Study Report (Continued)

III. FACULTY (Continued)

Section 1: Factual (Continued)

(3) YEARS OF TEACHING AND WORK EXPERIENCE

| Faculty Member | Years of Teaching L.S. | Years of Work Experience by Type of Library | | | | |
|---|---|---|---|---|---|---|
| | | Academic | Public | School | Special | Other |
| | | | | | | |

(4) SPECIALTIES AND COMPETENCIES IN LIBRARIANSHIP AND RELATED FIELDS

| Specialties | Faculty Members |
|---|---|
| | |

(5) GEOGRAPHICAL BACKGROUND

| Faculty Member | Geographical Background by State, Province or Country | | |
|---|---|---|---|
| | Birth | Education | Work Experience |
| | | | |

Text of the Self-Study Report (Continued)

III. FACULTY (Continued)

Section 1: Factual (Continued)

c. List for each faculty member (full or part-time, regular or visiting) the names (and number designations) of courses taught, number of credit hours represented by each of these courses, and number of students enrolled in each course (or course section) for the past two years and the current academic year. Include courses taught in extension/off-campus and summer session work as well as teaching done during the regular academic year.

COURSES TAUGHT BY FACULTY MEMBERS

| Faculty Member | Term | Course No. and Title | Credit Hours | Enrollment |
|---|---|---|---|---|
| | | | | |

d. List for each full-time faculty member the number of students advised or counseled on a regular basis and the number of student research projects supervised during the current school term.

NUMBER OF STUDENTS ADVISED AND RESEARCH PROJECTS SUPERVISED

| Faculty Member | Number of Students Advised | Number of Student Research Projects Supervised |
|---|---|---|
| | | |

**Text of the Self-Study Report** (Continued)

III. **FACULTY** (Continued)

**Section 1: Factual** (Continued)

e. For each regular full-time faculty member provide an estimate of the percentage of time spent in the various activities noted on the chart below during the current or most recently completed school term (not a summer session).

DISTRIBUTION OF TIME BY REGULAR FACULTY

| Faculty Member | Teaching | Advising | Directing Research (MLS) | Directing Research (Doctoral) | Personal Research | Institutional Activities | Professional Activities |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

Text of the Self-Study Report (Continued)

III. FACULTY (Continued)

Section 2: Self-Study Questions

a. How do the qualifications of the faculty compare with those of other graduate faculty in the parent institution?

b. To what degree do the expertise and competencies of faculty teaching on-campus and off-campus courses match the areas emphasized in the curriculum of the graduate program of library education? Do faculty teaching assignments match areas of faculty expertise?

c. What priorities have been set within the library school in terms of amount of time to be devoted by the faculty to teaching, research, supervision and counseling of students, institutional and professional activities?

d. How carefully are these priorities served in terms of the actual use of faculty time and provision of supportive staff time?

e. What procedures are followed in the appointment, promotion, awarding of tenure, or dismissal of faculty members and in the handling of faculty grievances?

f. What long-range plans have been formulated for faculty strengthening and development?

g. What success and failures have been encountered in the last five years in 1) establishing new faculty positions and recruiting new faculty? 2) In retaining faculty? and 3) In implementing an affirmative action program? (Note: (3) is not applicable to Canadian institutions.)

h. To what extent, and with what effect upon the graduate program, do the library school faculty participate as teachers, researchers, advisers, consultants, and the like in other programs within the library school, the parent institution, professional associations, or the community at large?

i. What procedures are used in selecting faculty for extension/off-campus courses?

Text of the Self-Study Report (Continued)

## IV. STUDENTS

### Section 1: Factual

a. Provide fall enrollment statistics for the library school during the current academic year and the two preceding years. In supplying this statistical information, use the following form:

Student Enrollment Report

Note: In completing this form, count a student only once, including him/her in whichever of the categories most accurately represents his/her status in the library school. Use the method which the parent institution employs in computing student Full-Time Equivalents (FTE). If the parent institution has no stated method for computing FTE, consider a student as 1.00 if his/her course load will enable him/her to complete the program course requirements within the normal length of time; e.g. if the normal time is 12 courses in four quarters, a student carrying 3 courses is 1.00 FTE, one carrying 2 courses is 0.67 FTE, and one carrying one course is 0.34 FTE. Students carrying a course overload count as only 1.00 FTE; e.g. in the above example a student carrying 4 courses is 1.00 FTE, not 1.34 FTE. Provide a separate version of this form for each fall semester, term, or quarter for the current year and the two preceding years.

STUDENT ENROLLMENT

STUDENTS ENROLLED IN PROGRAMS _____ through _____
(month) (day) (year) (month) (day) (year)

| Programs (a) | Line No. | FULL-TIME | | | PART-TIME | | | | | TOTAL FTE (d)+(i) (j) |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Men | Women | Total | Men | | Women | | Total | |
| | | (b) | (c) | (d) | No. (e) | FTE (f) | No. (g) | FTE (h) | (f)+(h) (i) | |
| First professional degree | (1) | | | | | | | | | |
| Post-master's | (2) | | | | | | | | | |
| Doctoral | (3) | | | | | | | | | |
| Special, non-degree | (4) | | | | | | | | | |
| Undergraduate | (5) | | | | | | | | | |
| Extension | (6) | | | | | | | | | |
| TOTAL | (7) | | | | | | | | | |

Text of the Self-Study Report (Continued)

IV. STUDENTS (Continued)

Section 1: Factual (Continued)

b. State the number of graduates of the first professional degree program for the two preceding years and the expected number for the current year.

c. Provide a profile of the current student body by preparing charts in the following forms:

(1) UNDERGRADUATE GRADE POINT AVERAGE (GPA) ON ADMISSION

| *GPA Range | No. of Students | % of Students |
|---|---|---|
| 3.80-4.00 | | |
| 3.60-3.79 | | |
| 3.40-3.49 | | |
| 3.20-3.39 | | |
| 3.00-3.19 | | |
| 2.80-2.99 | | |
| 2.60-2.79 | | |
| 2.40-2.59 | | |
| 2.20-2.39 | | |
| Below 2.20 | | |
| GPA not available | | |

Total number of students _____

Range: _____

Average: _____

GPA computed on: _____2 years _____4 years

*Adjust GPA range appropriately if a 3.0 scale is used.

Text of the Self-Study Report (Continued)

IV. STUDENTS (Continued)

Section 1: Factual (Continued)

(2) GRADUATE RECORD EXAM SCORES*

Verbal: Range _____ Average _____

Quantitative: Range _____ Average _____

Total Score: Range _____ Average _____

*Adapt for Miller Analogies Test or other tests

(3) LOCATIONS OF INSTITUTIONS GRANTING DEGREES

| Location (State, Province, or Country) | Number of Institutions | Number of Students |
|---|---|---|
| | | |

Text of the Self-Study Report (Continued)

IV. STUDENTS (Continued)

Section 1: Factual (Continued)

(4) MAJOR FIELDS REPRESENTED

| Field | Under-graduate Degrees | Graduate Degrees |
|---|---|---|
| | | |

(5) DEGREES HELD BY STUDENTS

| Degrees | No. of Students |
|---|---|
| | |

**Text of the Self-Study Report (Continued)**

**IV. STUDENTS (Continued)**

**Section 1: Factual (Continued)**

(6) Give the number and percentage of students given conditional, probational, or tentative admission and summarize the reasons for such admissions.

(7) Give the number and percentage of students receiving financial aid from the school and the range in amount provided:

(a) for awards entailing service to the institution

(b) for awards entailing no service to the institution

How does this compare with financial aid awarded to other student groups in the institution?

(8) Give the number and percentage of students receiving aid from federal, state and other sources (excluding loans and any mentioned above):

SOURCES OF FINANCIAL AID

| Source of Aid | Amount of aid | No. of Students | % of Students |
|---|---|---|---|
| | | | |

d. State the admission requirements for students accepted for the graduate program of library education leading to the first professional degree. Specify the conditions under which these requirements may be waived.

e. State the policy of the school and parent institution regarding reduction of program length or transfer of credit hours completed at another institution.

Text of the Self-Study Report (Continued)

IV. STUDENTS (Continued)

Section 2: Self-Study Questions

a. What recruitment procedures are followed by the library school?

b. How does the quality of the student body in the library school compare with that of other graduate student groups in the parent institution?

c. How large a percentage of applicants for the graduate program is rejected, on the average, and how does this compare in general with the percentage of rejections in other graduate units of the parent institution?

d. How carefully are the admission standards applied, and how are they made known to the applicants?

e. What procedures are followed in screening applicants for admission and in awarding financial aid?

f. What specific steps have been taken to prevent discrimination on the basis of age, race, color, creed, religion, physical disability, or sex in matters of recruitment, admission, and financial aid?

g. To what degree are the needs of part-time students considered in course scheduling and the planning of other educational experiences?

h. What procedures have been established for the evaluation of student performance in the graduate program, and how are these evaluations reported to the students?

i. What provisions are made to inform applicants of job market conditions, and are placement services provided?

j. How do the students organize themselves for participation in the activities of the library school?

k. How are changes instituted in admission policies, policies relating to the award of financial aid, and grading and evaluation procedures?

l. What changes are expected in matters of recruitment, admission, evaluation, and the award of financial aid?

m. How does the school learn of the success or failure of its graduates in the library profession, and how is this information used in the school's planning for the future?

n. How does the school learn of its graduates' assessment in retrospect of the quality of their education in the program, and how is this information used in the school's planning for the future?

**Text of the Self-Study Report** (Continued)

## V. GOVERNANCE, ADMINISTRATION, AND FINANCIAL SUPPORT

### A. Governance

#### Section 1: Factual

a. Provide organization charts or diagrams showing the administrative structure of the parent institution, the place of the library school in that structure, the place of other major professional and academic units, and the overall administrative structure of the library school itself.

b. List by name and title the administrative officers of the parent institution to whom the executive officer of the library school reports in such matters as finance, administrative policies, admissions, and curriculum.

c. List faculty and students currently serving on institution-wide committees or otherwise participating in the governance of the parent institution.

d. How do the status and remuneration of the executive officer and other members of the administrative staff of the library school compare with those of staff at equivalent levels in the parent institution?

#### Section 2: Self-Study Questions

a. What, formally and informally, is the administrative relationship between the parent institution and the library school? For example, in what matters must the library school secure active support from other administrative units in approval of its policies; in what matters does the library school act on its own without reference to higher authority?

b. In what ways has the administrative relationship between the library school and the parent institution helped in furthering the goals of the school and the objectives of its graduate program? How has it hindered?

c. How closely is the library school integrated with the goals, policies, and activities of the parent institution?

d. What opportunities do library school faculty members have to participate in the governance of the parent institution? To what degree do they actually participate?

e. What changes in administrative structure would improve the status of the library school within the parent institution?

f. How might such changes be implemented, and how likely are they to occur in the near future?

Text of the Self-Study Report (Continued)

V. GOVERNANCE, ADMINISTRATION, AND FINANCIAL SUPPORT (Continued)

B. Administration

Section 1: Factual

a. State the qualifications of the executive officer of the library school from the standpoint of preparation for an administrative role. (Do not repeat qualifications already mentioned in the vita of the executive officer.)

b. State the qualifications of other members of the administrative staff of the library school, insofar as the qualifications have not already been included with the faculty vitae. For example, provide data about the education, work experience, skills, etc. of an administrative assistant, if this assistant is not classified as a member of the faculty. Data about the library school librarian should also be included here, if the librarian is part of the administrative structure of the library school but not a member of the faculty, or if the librarian is part of the administrative staff of the library of the parent institution.

c. Using the following chart, list the names of all committees of the library school and specify the status of the chairperson and of the members on each committee in terms of the categories which they represent, e.g., faculty members, student members, ex officio members.

LIBRARY SCHOOL COMMITTEES

| Name of Committee | Names of Members | Category of Members |
|---|---|---|
| | | |

d. List the names and titles of all members of the library school support staff indicating whether full or part-time. Include office assistants, secretarial staff, technicians, research assistants, and, if appropriate, the library school library staff.

LIBRARY SCHOOL SUPPORT STAFF

| Title | Name | Status | |
|---|---|---|---|
| | | Full-Time | Part-Time |
| | | | |

Text of the Self-Study Report (Continued)

V. GOVERNANCE, ADMINISTRATION, AND FINANCIAL SUPPORT (Continued)

B. Administration (Continued)

Section 2: Self-Study Questions

a. In what ways does the executive officer of the library school facilitate the achievement of the goals of the school and the objectives of the graduate program of library education?

b. What opportunities do library school faculty members have to participate in the administration of the school? To what degree do they actively participate?

c. What type of research, student, or secretarial assistance is provided for the faculty of the library school, and how much is this assistance actually used?

d. What priorities are served in the apportionment of administrative staff time within the library school?

e. To what degree is the level of supportive services provided by the administrative staff of the library school adequate or inadequate to attain the objectives of the graduate program of library education?

f. What changes are needed in the area of administrative and support staff, and how likely are these to occur?

g. What changes in the administrative system of the library school are desirable, and what steps are being taken to revise the system or devise a new one?

Text of the Self-Study Report (Continued)

V. GOVERNANCE, ADMINISTRATION, AND FINANCIAL SUPPORT (Continued)

C. Financial Support

Section 1: Factual

a. Complete the attached form relating to financial data.

b. Comment on the adequacy or inadequacy of these financial data to reveal the actual level of support provided by the parent institution or other sources.

Text of the Self-Study Report (Continued)

V. GOVERNANCE, ADMINISTRATION, AND FINANCIAL SUPPORT (Continued)

C. Financial Support (Continued)

Section 1: Factual (Continued)

FINANCIAL DATA REPORT FORM

Provide data for the fiscal year immediately preceding the current year and for the current fiscal year. Include summer session data with the appropriate fiscal year. In reporting (1) INCOME and (2) EXPENDITURES, include only figures for items that are part of the library school budget, e.g., if the library school library funds do not come from the budget of the library school, do not include them. Services, materials, and benefits provided without budget charge by the parent institution (and/or its library) may be listed in (3) SERVICES, MATERIALS, AND BENEFITS PROVIDED WITHOUT BUDGET CHARGE.

Exact dates covered in Reporting Period:

_____ through _____
(month) (day) (year) (month) (day) (year)

(1) INCOME

| Income (a) | Line No. | Reporting Period: Year preceding current fiscal year (including summer session): 19__ - 19___ (b) | Reporting Period: Current fiscal year (including summer session): 19__ - 19___ (c) |
|---|---|---|---|
| Parent Institution | (1) | | |
| External Federal government | (2) | | |
| Other, specify | (3) | | |
| | | | |
| | | | |
| TOTAL | (4) | | |

Note: Line (4) Col. (b) should equal Line (34) Col. (c), (2) EXPENDITURES; and Line (4) Col. (c) should equal Line (34) Col. (e), (2) EXPENDITURES. If these totals do not agree, please explain.

(2) EXPENDITURES

| Expenditures (a) | Line No. | Reporting Period: Year preceding current fiscal year (including summer session) (b) | (c) | Current fiscal year (including summer session) (d) | (e) |
|---|---|---|---|---|---|
| SALARIES & WAGES | | | | | |
| Academic staff | | | | | |
| Instructional | (1) | | | | |
| Administrative | (2) | | | | |
| Students | (3) | | | | |
| Clerical & other support | (4) | | | | |
| Total | (5) | | | | |
| Library School Library | | | | | |
| Librarians | (6) | | | | |
| Students | (7) | | | | |
| Clerical & other support | (8) | | | | |
| Total | (9) | | | | |
| Funded research | | | | | |
| Staff w/academic appointments | (10) | | | | |
| Students | (11) | | | | |
| Clerical & other support | (12) | | | | |
| Total | (13) | | | | |
| Other | | | | | |
| Academic appointments | (14) | | | | |
| Students | (15) | | | | |
| Clerical & other support | (16) | | | | |
| Total | (17) | | | | |
| TOTAL SALARIES & WAGES (Lines (5) +(9)+(13)+(17) ) | (18) | | | | |
| LIBRARY SCHOOL LIBRARY | | | | | |
| Collections | (19) | | | | |
| Supplies & equipment | (20) | | | | |
| Other, specify_____ | (21) | | | | |
| _____ | (22) | | | | |
| _____ | (23) | | | | |
| TOTAL LIBRARY SCHOOL LIBRARY | (24) | | | | |
| FUNDED RESEARCH | (25) | | | | |
| SCHOLARSHIPS & FELLOWSHIPS | (26) | | | | |
| TEACHING & ADMINISTRATION | | | | | |
| Office equipment & supplies | (27) | | | | |
| Travel | (28) | | | | |
| Contractual services (e.g., A-V, computer time) | (29) | | | | |
| Other | (30) | | | | |
| TOTAL TEACHING & ADMINISTRATION | (31) | | | | |
| INSTITUTES, ETC. (Itemize on following page; report only total here) | (32) | | | | |
| OTHER (Itemize on following page; report only total here) | (33) | | | | |
| GRAND TOTAL (Lines (18)+(24)+(25) +(26)+(31)+(32)+(33) ) | (34) | | | | |

Note: Line (34), col. (c) should equal Line (4), col. (b),(2) INCOME; and Line (34), col. (e) should equal Line (4), col. (c),(2) INCOME. If these totals do not agree, please explain.

(2)a EXPENDITURES (ITEMIZATION)

| Expenditures (a) | Line No. | Year preceding current fiscal year (including summer session (b) | Current fiscal year (including summer session) (c) |
|---|---|---|---|
| INSTITUTES, WORKSHOPS, SHORT COURSES, ETC. (Give name of each) | | | |
| | (1) | | |
| | (2) | | |
| | (3) | | |
| | (4) | | |
| | (5) | | |
| | (6) | | |
| | (7) | | |
| | (8) | | |
| | (9) | | |
| TOTAL INSTITUTES, WORKSHOPS, SHORT COURSES, ETC. (Transfer to Line (32) (2) EXPENDITURES) | (10) | | |
| OTHER, specify | (11) | | |
| | (12) | | |
| | (13) | | |
| | (14) | | |
| | (15) | | |
| | (16) | | |
| | (17) | | |
| | (18) | | |
| | (19) | | |
| TOTAL OTHER (Transfer to Line (33) (2) EXPENDITURES | (20) | | |

(3) SERVICES, MATERIALS, AND BENEFITS PROVIDED WITHOUT BUDGET CHARGE

If the parent institution (and/or its library) furnishes services and materials or provides benefits without budget charge, these items may be listed here. Do not list such items as space, maintenance, utilities, services furnished to all other campus staff members and students, use of libraries, etc., which rarely are charged to departmental budgets.

| Services, Materials, Benefits Provided Without Budget Charge | Line No. | Estimated Value (if known) |
|---|---|---|
| | (1) | |
| | (2) | |
| | (3) | |
| | (4) | |
| | (5) | |
| | (6) | |
| | (7) | |
| | (8) | |
| | (9) | |
| | | |

Text of the Self-Study Report (Continued)

V. GOVERNANCE, ADMINISTRATION, AND FINANCIAL SUPPORT (Continued)

C. Financial Support (Continued)

Section 2: Self-Study Questions

a. What does the library school perceive its rank to be in comparison with other departments or schools within the parent institution?

b. How has the financial situation of the library school improved or worsened during the past five years?

c. How substantial is the level of financial support accorded the graduate program of library education as compared with that given to other programs under the jurisdiction of the library school, e.g. undergraduate, post-master's, doctoral, extension?

d. How do salaries and benefits of library school faculty compare with those of their faculty colleagues in other disciplines in the parent institution?

e. In terms of the relation between the objectives of the graduate program and the monies available, how adequate or inadequate is the level of financial support?

f. What changes are needed or expected in the budget during the next few years?

g. How will the changes be financed, and to what degree will increased funding be dependent upon increased enrollment?

Text of the Self-Study Report (Continued)

## VI. PHYSICAL RESOURCES AND FACILITIES

### Section 1: Factual

a. Describe the facilities available to the library school, using the chart below:

FACILITIES AVAILABLE TO THE SCHOOL

| Facilities | No. | Sq. Ft. of Space Provided | Approx. Size | Controlled by School | |
|---|---|---|---|---|---|
| | | | | Yes | No |
| Administrative Offices | | | | | |
| Faculty Offices | | | | | |
| Classrooms | | | | | |
| Seminar Rooms | | | | | |
| Laboratories, audio-visual areas, computer areas | | | | | |
| Discussion rooms, informal meeting spaces | | | | | |
| Lounge areas | | | | | |
| Library School Library or other areas for housing library education materials | | | | | |
| Library and Materials collection area(s) of parent institution | | | | | |

Text of the Self-Study Report (Continued)

VI. PHYSICAL RESOURCES AND FACILITIES (Continued)

Section 1: Factual (Continued)

b. Describe the major pieces of equipment available to the library school, in terms of the following:

(1) Office equipment.

(2) Classroom equipment.

(3) Laboratory equipment.

(4) Audiovisual equipment.

(5) Data processing and computer equipment.

(6) Photoduplication equipment.

(7) Other equipment used by the library school.

c. Specify which of the above-mentioned equipment is controlled by the library school. For that which is not controlled by the school, specify how that equipment is financed and scheduled for use.

d. Describe the materials collections available to the library school, in terms of the following:

(1) Total budget and unit count of the parent institution.

(2) Total budget and unit count for materials supporting library education.

(3) Number of periodical (or serial) titles currently acquired for library education purposes.

e. Attach a simple floor plan of the library school. Do not include classrooms or labs that are located in other buildings.

f. Describe the facilities and resources available at each location where extension/off-campus courses are taught.

**Text of the Self-Study Report** (Continued)

VI. **PHYSICAL RESOURCES AND FACILITIES** (Continued)

**Section 2: Self-Study Questions**

a. In what ways do the physical facilities available to the library school contribute to or detract from the attainment of the goals of the school and the objectives of the graduate program for which accreditation or reaccreditation is being sought?

b. What changes are anticipated in either the near or the more distant future with respect to the physical facilities of the library school?

c. What types of equipment are needed to improve the effectiveness of the library school administrative services, of the teaching, and of student life?

d. How helpful has the administration of the parent institution been in securing needed facilities and equipment?

e. How adequate are the materials collections available to faculty, students, and staff of the library school?

f. What complaints have been voiced about the unavailability of materials or inadequate access to them?

g. What changes are needed to assure that the materials collections fully support the objectives of the graduate program in library education?

h. What is the procedure for effecting such changes, and how likely are they to occur?

i. To what extent does the school rely upon materials collections provided by institutions other than the parent institution?

j. What other types of resources, excluding materials collections, are provided by the community in which the parent institution is located, and to what degree are these resources exploited by the library school? How is the use of these external resources financed?